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SPANISH LANGUAGE AND CULTURE GRADES 7–8–9

INTRODUCTION

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of learning the Spanish language is enormous for Alberta society as a whole. Apart from the common advantages related to the learning of an international language, it permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with its people. In addition, the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta are undeniable.

The learning of Spanish, as any other language, develops awareness of and sensitivity to cultural and linguistic diversity. This fact, in addition to preserving cultural identity, is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives the

opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and contribute positively to society.

As well, for those students who already have some knowledge of the Spanish language or a family connection to the culture, learning Spanish offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy in a first language that is not necessarily the majority language in the community.

There is also significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's global world, the knowledge of a second language and culture in general, and Spanish in particular, is an economic advantage for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of the Spanish Language and Culture Grades 7–8–9 Program of Studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Spanish as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some knowledge of Spanish and develop literacy skills in that language. It is also true for students who have no knowledge of Spanish.

THE CONCEPTUAL MODEL

The aim of the Spanish Language and Culture Grades 7–8–9 Program of Studies is the development of communicative competence in Spanish.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Spanish-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others to understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

Areas of Experience

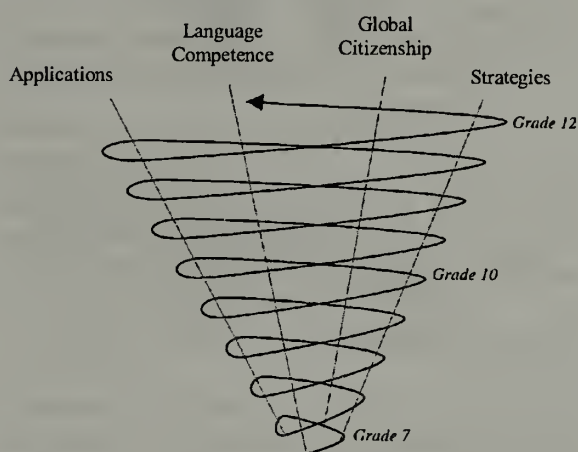
In the Spanish Language and Culture Grades 7–8–9 Program of Studies, the following areas of experience are included:

Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> • people and pets • celebrations • school • activities (daily, favourite, student, leisure) • weather • any other areas that meet the needs and interests of the students 	<ul style="list-style-type: none"> • clothing • home • community life • food • sports and exercise • any other areas that meet the needs and interests of the students 	<ul style="list-style-type: none"> • vacations • shopping • social life • health and safety • occupations • any other areas that meet the needs and interests of the students

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and

experience with more text forms,¹ contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Spanish Language and Culture Grades 7–8–9 Program of Studies and are based on the conceptual model outlined above.

Applications

- Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

1. For a sample list of text forms, see the end of this program of studies.

Language Competence

- Students will use Spanish **effectively** and **competently**.

Global Citizenship

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

Strategies

- Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown as bullets in the chart on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

- to impart and receive information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence



Students will use Spanish **effectively** and **competently**.

- attend to form
- interpret and produce texts
- apply knowledge of the sociocultural context
- apply knowledge of how the Spanish language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

- historical and contemporary elements of Spanish-speaking cultures
- affirming diversity
- personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning

Guide to Reading the Program of Studies

General Outcome for Applications

Students will use Spanish in a variety of situations and for a variety of purposes.

cluster heading
for specific
outcomes

for imaginative purposes and personal enjoyment

Grade 7

Grade 8

Grade 9

Students will be able to:

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • identify words or situations that are personally humorous | <ul style="list-style-type: none"> • manipulate words or phrases to express humour | <ul style="list-style-type: none"> • use language for humour |
| <ul style="list-style-type: none"> • identify creative/aesthetic uses of language; e.g., concrete poetry, rap | <ul style="list-style-type: none"> • participate in creative/aesthetic language activities | <ul style="list-style-type: none"> • use language for creative/aesthetic purposes |
| <ul style="list-style-type: none"> • identify language activities for personal enjoyment | <ul style="list-style-type: none"> • participate in language activities for enjoyment | <ul style="list-style-type: none"> • choose language activities that reflect personal preferences and interests |

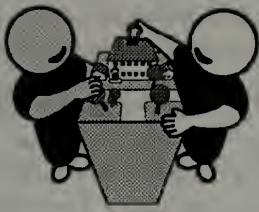
read each page vertically for outcomes
expected at the end of each grade

humour/fun
creative/aesthetic
purposes
personal
enjoyment

strand headings for
specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of
outcomes from grade to grade



Applications

to express emotions and
personal perspectives

to impart and receive
information

to get things done

**Students will use Spanish in a variety of
situations and for a variety of purposes.**

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence,¹ is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., “This is my dog.” As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the Spanish language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

1. Marianne Celce-Murcia, Zoltán Dörnyei and Sarah Thurrell, “Communicative Competence: A Pedagogically Motivated Model with Content Specifications,” *Issues in Applied Linguistics* 6, 2 (1995), pp. 5–35.

General Outcome for Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

to impart and receive information

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
share factual information	<ul style="list-style-type: none">ask for and share information, such as time, dates, locations; and understand and respond to simple, predictable questions	<ul style="list-style-type: none">describe people, places, things and a series of events or actions	<ul style="list-style-type: none">provide information on several aspects of a topic

to express emotions and personal perspectives

	<i>Students will be able to:</i>		
share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none">express simple personal thoughts and likes/dislikes; e.g., <i>Me gusta la clase de español. No me gusta la clase de matemáticas.</i>	<ul style="list-style-type: none">inquire about and express simple thoughts and preferences; e.g., <i>Prefiero leche.</i>	<ul style="list-style-type: none">inquire about and give simple reasons for thoughts and preferences; e.g., <i>Prefiero ir en tren porque...</i>
share emotions, feelings	<ul style="list-style-type: none">express basic emotions and feelings; e.g., <i>estar</i> + adjective	<ul style="list-style-type: none">inquire about and express emotions and feelings	<ul style="list-style-type: none">inquire about, express and respond to emotions and feelings; e.g., <i>No me siento bien.</i>

General Outcome for Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

to get things done

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
guide actions of others	<ul style="list-style-type: none">respond to and give simple instructions, and make simple requests; e.g., <i>¿Tienes un lápiz?</i>	<ul style="list-style-type: none">give and follow short sequences of instructions	<ul style="list-style-type: none">lead a simple, familiar activity; e.g., simple game
state personal actions	<ul style="list-style-type: none">state simple personal actions; e.g., <i>hablo español</i>	<ul style="list-style-type: none">state and describe personal actions	<ul style="list-style-type: none">inquire about and express ability and inability, and make choices
manage group actions	<ul style="list-style-type: none">manage turn taking	<ul style="list-style-type: none">ask for help or clarification	<ul style="list-style-type: none">assume a variety of roles and responsibilities as group members

to form, maintain and change interpersonal relationships

	<i>Students will be able to:</i>		
manage personal relationships	<ul style="list-style-type: none">share basic personal information	<ul style="list-style-type: none">request and respond to requests for personal information	<ul style="list-style-type: none">initiate and participate in casual exchanges with peers

General Outcome for Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

to extend their knowledge of the world

	Grade 7	Grade 8	Grade 9
discover and explore gather and organize information explore opinions and values solve problems	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> ask simple questions 	<ul style="list-style-type: none"> ask basic questions to gain knowledge and clarify understanding, and seek information 	<ul style="list-style-type: none"> ask questions to gain knowledge and clarify understanding, and gather information
	<ul style="list-style-type: none"> organize, categorize and sequence elements; e.g., sequence a series of events, information, characteristics 	<ul style="list-style-type: none"> record, organize, categorize and sequence elements 	<ul style="list-style-type: none"> record, organize, categorize and sequence elements, using a variety of resources; e.g., print, audio, visual, multimedia, human
	<ul style="list-style-type: none"> respond to the preferences, opinions and values of others 	<ul style="list-style-type: none"> gather and examine opinions 	<ul style="list-style-type: none"> compare personal views and opinions with those of others
	<ul style="list-style-type: none"> recognize a problem and possible solutions 	<ul style="list-style-type: none"> recognize a problem, and choose between alternative solutions 	<ul style="list-style-type: none"> identify a problem, then propose solutions

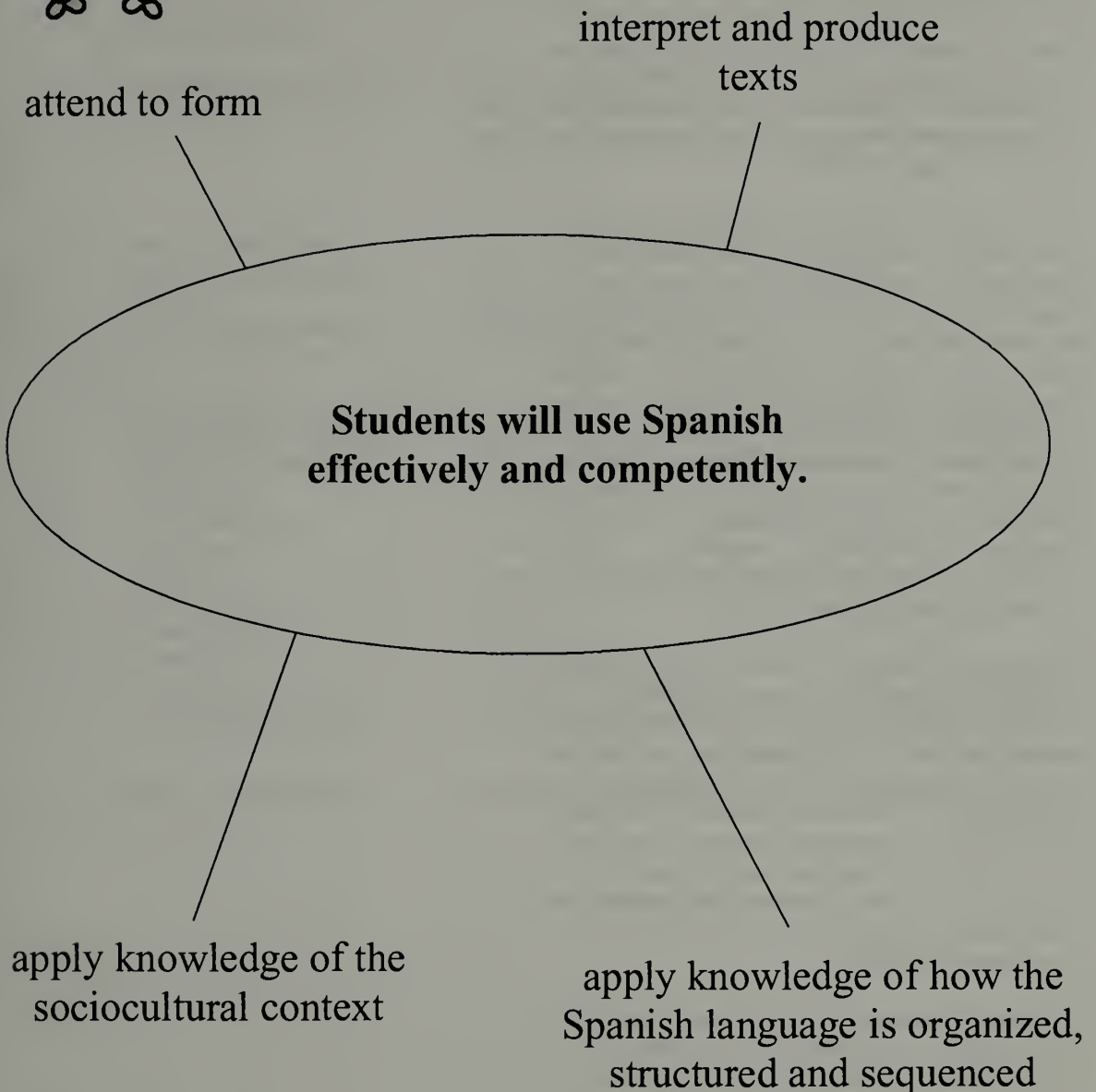
General Outcome for Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

for imaginative purposes and personal enjoyment

	Grade 7	Grade 8	Grade 9
humour/fun creative/aesthetic purposes personal enjoyment	<i>Students will be able to:</i>		
	<ul style="list-style-type: none">identify words or situations that are personally humorous	<ul style="list-style-type: none">manipulate words or phrases to express humour	<ul style="list-style-type: none">use language for humour
	<ul style="list-style-type: none">identify creative/aesthetic uses of language; e.g., concrete poetry, rap	<ul style="list-style-type: none">participate in creative/aesthetic language activities	<ul style="list-style-type: none">use language for creative/aesthetic purposes
	<ul style="list-style-type: none">identify language activities for personal enjoyment	<ul style="list-style-type: none">participate in language activities for enjoyment	<ul style="list-style-type: none">choose language activities that reflect personal preferences and interests

Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Spanish language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks in which the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Spanish language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence

Students will use Spanish **effectively** and **competently**.

attend to form

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
phonology	<ul style="list-style-type: none"> distinguish particular sounds of the language 	<ul style="list-style-type: none"> use comprehensible stress, pronunciation and intonation when reproducing familiar words or phrases 	<ul style="list-style-type: none"> identify and reproduce some critical sound distinctions that are important for meaning; e.g., z, ñ
orthography	<ul style="list-style-type: none"> relate all letters of the alphabet to the sounds they represent apply basic punctuation 	<ul style="list-style-type: none"> recognize spelling patterns and rules use basic mechanical features; e.g., punctuation, capitalization 	<ul style="list-style-type: none"> spell known words accurately
lexicon	<ul style="list-style-type: none"> use a repertoire of words and phrases in familiar contexts, within the following areas of experience: <ul style="list-style-type: none"> people and pets celebrations school activities (daily, favourite, student, leisure) weather any other areas that meet their needs and interests 	<ul style="list-style-type: none"> experiment with and use vocabulary and expressions in familiar contexts, within the following areas of experience: <ul style="list-style-type: none"> clothing home community life food sports and exercise any other areas that meet their needs and interests 	<ul style="list-style-type: none"> use a range of vocabulary and expressions in familiar contexts, within the following areas of experience: <ul style="list-style-type: none"> vacations shopping social life health and safety occupations any other areas that meet their needs and interests
grammatical elements	<ul style="list-style-type: none"> (please see following page) 	<ul style="list-style-type: none"> (please see following page) 	<ul style="list-style-type: none"> (please see following page)

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
Grammatical Elements	<ul style="list-style-type: none"> • use, in modelled situations, the following grammatical elements: <ul style="list-style-type: none"> – <i>me/te/le gusta/gustan</i> – commonly used verbs: <i>ser, estar, tener, ir, querer</i> – regular <i>-ir</i> and <i>-er</i> verbs in the present tense – <i>tener que</i> + infinitive – <i>ir</i> + infinitive – definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i> – possessive adjectives: <i>mi, tu, su, mis, tus, sus</i> – demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> 	<ul style="list-style-type: none"> – <i>nos/les (os) gusta/gustan</i> – possessive adjectives and pronouns: <i>nuestro/a/os/as, vuestro/a/os/as</i> – irregular verbs: <i>poder, conocer, saber, venir, salir, decir, hacer, preferir</i> – imperative mood—regular verbs (<i>tú</i> form) – imperative mood for commonly used verbs (<i>usted, ustedes</i>) – present progressive (<i>estar</i> + <i>gerund</i>) – <i>caer bien/mal</i> 	<ul style="list-style-type: none"> – imperative mood—negative forms – imperative mood—irregular verbs (<i>tú</i> form) – stem-changing verbs in the present tense – irregular verbs: <i>dar, poner, traer</i> – preterite (regular verbs) – perfect tense – direct object pronouns – reflexive verbs
	<ul style="list-style-type: none"> • use, in structured situations, the following grammatical elements: <ul style="list-style-type: none"> – subject pronouns: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i> – affirmative/negative/interrogative sentences in the present tense – regular <i>-ar</i> verbs in the present tense – gender and number of nouns, adjectives – commonly used verbs: <i>ser, estar, tener</i> 	<ul style="list-style-type: none"> – <i>me/te/le gusta/gustan</i> – commonly used verbs: <i>ser, estar, tener, ir, querer</i> – regular <i>ir</i> and <i>er</i> verbs in the present tense – <i>tener que</i> + infinitive – <i>ir</i> + infinitive – definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i> – possessive adjectives: <i>mi, tu, su, mis, tus, sus</i> – demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> 	<ul style="list-style-type: none"> – <i>nos/les (os) gusta/gustan</i> – possessive adjectives and pronouns: <i>nuestro/a/os/as, vuestro/a/os/as</i> – irregular verbs: <i>poder, conocer, saber, venir, salir, decir, hacer, preferir</i> – imperative mood—regular verbs (<i>tú</i> form) – imperative mood for commonly used verbs (<i>usted, ustedes</i>) – present progressive (<i>estar</i> + <i>gerund</i>) – <i>caer bien/mal</i>
	<ul style="list-style-type: none"> • use, independently and consistently, the following grammatical elements: 	<ul style="list-style-type: none"> – subject pronouns: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i> – affirmative/negative/interrogative sentences in the present tense – regular <i>-ar</i> verbs in the present tense – gender and number of nouns, adjectives – commonly used verbs: <i>ser, estar, tener</i> 	<ul style="list-style-type: none"> – <i>me/te/le gusta/gustan</i> – verbs: <i>ir, querer</i> – regular <i>ir</i> and <i>er</i> verbs in the present tense – <i>tener que</i> + infinitive – <i>ir</i> + infinitive – definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i> – possessive adjectives: <i>mi, tu, su, mis, tus, sus</i> – demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> – <i>caer bien/mal</i>

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

interpret and produce texts

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
aural interpretation	<ul style="list-style-type: none"> understand the meaning of simple spoken sentences, in guided situations 	<ul style="list-style-type: none"> understand the meaning of short, simple oral texts, in a variety of guided situations 	<ul style="list-style-type: none"> understand the meaning of a variety of simple oral texts, in guided and unguided situations
written interpretation	<ul style="list-style-type: none"> understand the meaning of short, simple written texts, in guided situations 	<ul style="list-style-type: none"> understand the meaning of a variety of simple written texts, in guided situations 	<ul style="list-style-type: none"> understand the meaning of a variety of simple written texts, in guided and unguided situations
interactive fluency	<ul style="list-style-type: none"> interact, in modelled situations, using short, simple words and phrases 	<ul style="list-style-type: none"> interact, in guided situations, using a sequence of simple sentences 	<ul style="list-style-type: none"> interact, in guided and unguided situations, using a combination of sentences
visual interpretation	<ul style="list-style-type: none"> derive meaning from a variety of visuals and other forms of nonverbal communication, in guided situations 	<ul style="list-style-type: none"> derive meaning from the visual elements of a variety of media, in guided situations 	<ul style="list-style-type: none"> derive meaning from the visual elements of a variety of media, in guided and unguided situations
oral production	<ul style="list-style-type: none"> produce meaningful words, phrases and short, simple sentences orally, in guided situations 	<ul style="list-style-type: none"> produce meaningful short, simple oral texts, using familiar structures, in a variety of guided situations 	<ul style="list-style-type: none"> produce a variety of meaningful short, simple oral texts, in guided and unguided situations
written production	<ul style="list-style-type: none"> produce meaningful short, simple written phrases and sentences, in guided situations 	<ul style="list-style-type: none"> produce meaningful short, simple written texts, using familiar structures, in a variety of guided situations 	<ul style="list-style-type: none"> produce a variety of meaningful short, simple written texts, in guided and unguided situations
representation	<ul style="list-style-type: none"> use a variety of visuals and other forms of nonverbal communication to express meaning, in guided situations 	<ul style="list-style-type: none"> express meaning through the use of visual elements in a variety of media, in guided situations 	<ul style="list-style-type: none"> express meaning through the use of visual elements in a variety of media, in guided and unguided situations

General Outcome for Language Competence
Students will use Spanish effectively and competently.

apply knowledge of the sociocultural context

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
register	<ul style="list-style-type: none"> distinguish between formal and informal situations 	<ul style="list-style-type: none"> use simple forms of formal and informal register, with guidance; e.g., <i>usted/tú</i> 	<ul style="list-style-type: none"> use formal and informal registers in a variety of guided situations
idiomatic expressions	<ul style="list-style-type: none"> understand and use some simple idiomatic expressions 	<ul style="list-style-type: none"> use simple idiomatic expressions in a variety of situations, with guidance 	<ul style="list-style-type: none"> use simple idiomatic expressions in a variety of situations
variations in language	<ul style="list-style-type: none"> identify variations in language; e.g., regional, age-related 	<ul style="list-style-type: none"> identify some major geographical variations in language; e.g., Spain, Latin America 	<ul style="list-style-type: none"> identify some specific regional variations in language
social conventions	<ul style="list-style-type: none"> use basic forms of politeness and social conventions; e.g., <i>por favor, gracias</i> 	<ul style="list-style-type: none"> identify important conventions in various social interactions; e.g., shaking hands, kissing cheeks 	<ul style="list-style-type: none"> use important conventions in various social interactions
nonverbal communication	<ul style="list-style-type: none"> understand and use some simple nonverbal means of communication, in guided situations; e.g., shrugging shoulders 	<ul style="list-style-type: none"> use a variety of simple nonverbal means of communication, in guided situations; e.g., nodding for “yes” or shaking head “no” 	<ul style="list-style-type: none"> use a variety of simple nonverbal means of communication, in guided and unguided situations; e.g., waving

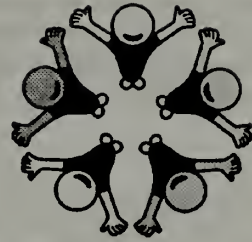
General Outcome for Language Competence
Students will use Spanish effectively and competently.

apply knowledge of how the Spanish language is organized, structured and sequenced

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cohesion/ coherence	<ul style="list-style-type: none"> link words or groups of words with simple linear connectors; e.g., <i>pero</i>, <i>porque</i> 	<ul style="list-style-type: none"> link a sequence of sentences in an organized fashion 	<ul style="list-style-type: none"> link sentences with connectors; e.g., cohesive markers, sequential markers
text forms ¹	<ul style="list-style-type: none"> use some simple oral and print text forms, in modelled situations; e.g., lists, simple paragraphs, simple dialogue 	<ul style="list-style-type: none"> use a variety of simple text forms, in guided situations; e.g., friendly letter, sketch, concrete poetry 	<ul style="list-style-type: none"> use a variety of text forms, in guided and unguided situations; e.g., cinquain poetry, multimedia presentations
patterns of social interaction	<ul style="list-style-type: none"> recognize and respond to simple interpersonal communication patterns; e.g., salutation patterns, leave-taking patterns 	<ul style="list-style-type: none"> initiate and respond to simple interpersonal communication patterns, in guided situations; e.g., short telephone call, e-mail message 	<ul style="list-style-type: none"> initiate and respond to simple interpersonal communication patterns; e.g., social invitations, ordering food in restaurant

1. For a sample list of text forms, see the end of this program of studies.

Global Citizenship



historical and contemporary elements
of Spanish-speaking cultures

affirming diversity

**Students will acquire the knowledge,
skills and attitudes to be effective
global citizens, through the
exploration of the cultures of the
Spanish-speaking world.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with a broad range of knowledge, skills and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Spanish-speaking cultures,” there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Spanish-speaking cultures, as well as knowledge of the diversity of those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than simply try to develop an extensive bank of knowledge about the Spanish-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Spanish-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

historical and contemporary elements of Spanish-speaking cultures

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
knowledge of Spanish-speaking cultures	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional and contemporary elements of Spanish-speaking cultures 	<ul style="list-style-type: none"> explore and identify elements that reflect traditional and contemporary Spanish-speaking cultures 	<ul style="list-style-type: none"> compare and contrast elements that reflect traditional and contemporary Spanish-speaking cultures
accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> make observations about Spanish-speaking cultures 	<ul style="list-style-type: none"> make comparisons among Spanish-speaking cultures 	<ul style="list-style-type: none"> formulate questions about patterns of behaviour or interaction typical of people their own age in Spanish-speaking cultures, and analyze their own assumptions about Spanish-speaking cultures
applying cultural knowledge	<ul style="list-style-type: none"> identify elements of Spanish-speaking cultures in the local community 	<ul style="list-style-type: none"> use knowledge of geography to understand some elements of Spanish-speaking cultures 	<ul style="list-style-type: none"> apply knowledge of Spanish-speaking cultures in interactions with people and texts; e.g., interpret stories, television or films; interview a visitor
diversity of Spanish-speaking cultures	<ul style="list-style-type: none"> experience diverse elements of Spanish-speaking cultures; e.g., music, clothing, food 	<ul style="list-style-type: none"> explore the diversity of Spanish-speaking cultures; e.g., differences between urban and rural ways of life, ethnic backgrounds 	<ul style="list-style-type: none"> understand major factors that influence the diversity of Spanish-speaking cultures
valuing Spanish-speaking cultures	<ul style="list-style-type: none"> show a willingness to participate in activities and experiences related to Spanish-speaking cultures 	<ul style="list-style-type: none"> recognize similarities between themselves and Spanish-speaking people their own age 	<ul style="list-style-type: none"> express an interest in finding out about Spanish-speaking youth

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

affirming diversity

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
awareness of first language	<ul style="list-style-type: none"> recognize similarities between their first language and Spanish; e.g., basic word order 	<ul style="list-style-type: none"> recognize similarities and differences between their first language and Spanish; e.g., different spellings for similar words, cognates 	<ul style="list-style-type: none"> identify some essential differences and similarities in oral and written aspects of their first language and Spanish; e.g., grammatical structures
general language knowledge	<ul style="list-style-type: none"> recognize that different languages have different or similar ways of representing the language symbolically (writing) recognize that languages can be grouped into families based on common origins 	<ul style="list-style-type: none"> recognize that, within a linguistic group, people can have different words for the same thing 	<ul style="list-style-type: none"> recognize that languages may have regional differences in pronunciation, vocabulary and structure
awareness of Canadian culture	<ul style="list-style-type: none"> recognize similarities between their own culture and Spanish-speaking cultures 	<ul style="list-style-type: none"> recognize similarities and differences between their own culture and Spanish-speaking cultures; e.g., celebrations, foods, roles of family members 	<ul style="list-style-type: none"> identify some essential differences and similarities between their own culture and Spanish-speaking cultures
general cultural knowledge	<ul style="list-style-type: none"> recognize that culture is expressed through a variety of forms; e.g., stories, art forms, crafts 	<ul style="list-style-type: none"> recognize that geography, climate and history affect the culture of a particular region 	<ul style="list-style-type: none"> recognize that diversity exists within the culture of any Spanish-speaking country
valuing diversity	<ul style="list-style-type: none"> demonstrate a willingness to interact with others 	<ul style="list-style-type: none"> engage in activities that reflect other practices or perspectives 	<ul style="list-style-type: none"> show an interest in other languages and cultures
intercultural skills	<ul style="list-style-type: none"> respect the opinions of others, and recognize stereotypical thinking 	<ul style="list-style-type: none"> reflect on own actions and the impact of these actions on others, and recognize ethnocentric perspectives 	<ul style="list-style-type: none"> apply interpersonal skills to initiating and maintaining new relationships; e.g., make a new classmate feel welcome

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

personal and career opportunities

Grade 7

Grade 8

Grade 9

Students will be able to:

Spanish language and
Spanish-speaking cultures

- identify purposes for learning Spanish

- explore personal reasons for learning Spanish

- explore opportunities for further education or careers related to Spanish

cultural and linguistic
diversity

- identify purposes for learning additional languages and learning about world cultures

- explore personal reasons for learning additional languages and experiencing other cultures

- explore opportunities for further education or careers related to languages and cultures

Strategies



language learning

language use

**Students will know and use various strategies
to maximize the effectiveness
of learning and communication.**

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list are **not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Spanish language and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in own language
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text

- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo*, shrug shoulders
- ask for clarification or repetition when something is not understood; e.g., *¿Qué quiere decir ...? ¿Puede repetir, por favor?*
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize if a message has been understood; e.g., partner may shrug shoulders
- start again, using a different tactic, when communication breaks down; e.g., *Quiero decir que ...*

Strategies

- use a simple word similar to the concept to convey, and invite correction; e.g., *pescado* for *pez*
- invite others into the discussion; e.g., *¿no?, ¿verdad?*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir esto? ¿Se dice así?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Bueno, de hecho ., pues ., entonces ...*
- use circumlocution to compensate for lack of vocabulary; e.g., *La máquina que se usa para lavar la ropa* for *lavadora*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Quieres decir que .!Es decir que ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?, ¿Está claro?, ¿Me comprende?*
- use suitable phrases to intervene in a discussion; e.g., *Hablando de .!Perdón, pero ...*
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ... mejor dicho ., o sea ...*
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

language learning

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cognitive	<ul style="list-style-type: none">• use cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud, make personal dictionaries	<ul style="list-style-type: none">• identify and use cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information, repeat a phrase or series of phrases in the course of performing a language task	<ul style="list-style-type: none">• identify and use cognitive strategies independently to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	<ul style="list-style-type: none">• use metacognitive strategies, with guidance, to enhance language learning; e.g., check copied writing for accuracy	<ul style="list-style-type: none">• identify and use metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task, rehearse or role-play language situations	<ul style="list-style-type: none">• identify and use metacognitive strategies independently to enhance language learning; e.g., identify their own needs and interests
social/affective	<ul style="list-style-type: none">• use social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text, participate in shared reading experiences	<ul style="list-style-type: none">• identify and use social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, understand that making mistakes is a natural part of language learning, experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers	<ul style="list-style-type: none">• identify and use social and affective strategies independently to enhance language learning; e.g., take part in group brainstorming as a prewriting activity

Further examples of language learning strategies are available on pages 28 and 29.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

language use

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
interactive	<ul style="list-style-type: none">• use interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate; use songs, rhymes or repetitive patterns	<ul style="list-style-type: none">• identify and use interactive strategies, with guidance; e.g., use the other speaker's words in subsequent conversation, ask for clarification or repetition	<ul style="list-style-type: none">• identify and use interactive strategies independently; e.g., start again, using a different tactic, when communication breaks down; use a simple word similar to the concept they want to convey, and invite correction
interpretive	<ul style="list-style-type: none">• use interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension	<ul style="list-style-type: none">• identify and use interpretive strategies, with guidance; e.g., listen selectively, make predictions about what they expect to hear or read, use gestures	<ul style="list-style-type: none">• identify and use interpretive strategies independently; e.g., infer probable meanings of unknown words or expressions from contextual clues
productive	<ul style="list-style-type: none">• use productive strategies, with guidance; e.g., use resources to increase vocabulary, mimic what the teacher says	<ul style="list-style-type: none">• identify and use productive strategies, with guidance; e.g., use various techniques to explore ideas, use illustrations to provide detail	<ul style="list-style-type: none">• identify and use productive strategies independently; e.g., be aware of and use the steps of the writing process

Further examples of language use strategies are available on pages 29 and 30.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

general learning

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cognitive	<ul style="list-style-type: none">• use cognitive strategies, with guidance, to enhance general learning; e.g., connect what they already know with what they are learning, classify objects according to attributes	<ul style="list-style-type: none">• identify and use cognitive strategies, with guidance, to enhance general learning; e.g., use mental images to remember new information, focus on and complete learning tasks	<ul style="list-style-type: none">• identify and use cognitive strategies independently to enhance general learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	<ul style="list-style-type: none">• use metacognitive strategies, with guidance, to enhance general learning; e.g., discover how own efforts can affect learning	<ul style="list-style-type: none">• identify and use metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a learning task	<ul style="list-style-type: none">• identify and use metacognitive strategies independently to enhance general learning; e.g., identify own needs and interests
social/affective	<ul style="list-style-type: none">• use social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks	<ul style="list-style-type: none">• identify and use social and affective strategies, with guidance, to enhance general learning; e.g., work cooperatively with peers in small groups	<ul style="list-style-type: none">• identify and use social and affective strategies independently to enhance general learning; e.g., participate actively in conferencing and brainstorming, take part in group decision-making processes

Further examples of general learning strategies are available on page 31.

SAMPLE LIST OF TEXT FORMS

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different text forms.

Print Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other “how to” texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

Oral Texts

- Advertisements
- Announcements
- Ceremonies
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs
- Telephone conversations

Multimedia Texts

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape/CD and video/DVD presentations
- Television programs
- Web sites

